

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

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HISTORY IN A BOSTON SCHOOL.

MR. EDITOR :—The graphic sketch of a visit to Boston Schools, in the last number of the Journal, was read by me with profit as well as pleasure. Perhaps another sketch, though by a less skillful hand, may not be unacceptable to your readers. The inquisitive, growing teacher, improves every opportunity to *witness* the methods of instruction which are practised by teachers of superior skill. When this privilege cannot be enjoyed, the next best thing is to *read* a faithful statement of what is done by such instructors.

My visit was at the DWIGHT SCHOOL FOR GIRLS, and was confined to one room where there were seats for about two hundred and fifty pupils. A part of the pupils were engaged in recitations in adjoining class rooms. Those in the large room were either reciting or earnestly studying their lessons. It was a charming spectacle to behold. All was life, animation, order and cheerfulness. Among all those scores of girls, not a listless countenance nor a wandering eye could be seen. This school is under the charge of Geo. B. Hyde, Esq., who is full of enthusiasm in his profession; and what is better, he knows how to infuse his own ardor into every teacher and pupil in his great school. The first or highest class is under his immediate instruction. It consists of thirty girls, from twelve to sixteen years of age. Twenty-eight were present, two being absent on account of illness. They were called to recite in history. The text book used was "Worcester's Elements of Ancient and Modern History." The lesson was a review of the history of England. Their eyes sparkled and their countenances lighted up, as though they had just been invited to a pic-nic or a sleigh-ride. The

teacher stood before the class without any book in his hand. When a question was asked, those who could answer raised their hands, and then some one was designated to answer. The questions followed each other rapidly, and with equal promptness the hands of nearly all were raised. The answers were given in full, clear tones, and with perfect distinctness of utterance. There was no hesitation or guessing. The girl called upon, recited standing. The following questions and answers are but an imperfect sample of what I witnessed :

Teacher.—Name some of the sovereigns under whose reigns the kingdom was most prosperous.

Pupil.—Alfred, Edward III., Henry VII., and Elizabeth.

Teacher.—Give some account of Alfred.

Pupil.—Alfred was the sixth King of England, and he began his reign in 872. In one year he defeated the Danes in eight battles, but he was afterwards overpowered by new irruptions of his transmarine foes, and forced to sue for peace. At length, however, he rallied his forces and attacked his enemies, and defeated them with great slaughter.

Having restored tranquility to his kingdom, he devoted himself to the cultivation of the arts of peace, and the promotion of civilization among his subjects. He divided England into counties, composed a code of laws, established trial by jury, founded the University of Oxford, instituted schools, and translated a number of works into the Saxon language. He was one of the greatest and best sovereigns that ever sat on a throne; and was the greatest warrior, legislator and scholar of the age in which he lived.

(Much more was said, including the interesting account of his learning to read; his sojourn with the herdsman, disguised as a peasant, with the scolding from the good wife, for permitting the cakes to burn; and his visit to the Danish camp, in the character of a harper; the pupil continuing to recite with great fluency till the word "sufficient" brought her to her seat. Questions followed to test the knowledge of the class as to the meaning of what had been said.)

Teacher.—You spoke of Oxford University; (to the class.) Where is Oxford?

Pupil.—In England, northwest of London, on the Thames, or very near it.

Teacher.—*Ox—ford.* You know what these words mean, and you may perhaps guess at the origin of the name of the place. Two streams, the Isis and Cherwell, unite their waters near Oxford, and flow into the Thames. What do you understand by a University?

Pupil.—A college, only it is larger.

Teacher.—The word University is not applied in this country as it is in Europe. Here colleges are sometimes called universities, but that does not make them so. The University of Oxford is a collection of twenty colleges and five halls. But a collection of colleges does not necessarily constitute a university. It must have the four faculties of law, medicine, theology, and the arts and sciences. "Trial by jury;" is that one of our institutions?

Pupil.—It is; and it has been called one of the bulwarks of liberty.

Teacher.—It is sometimes called the privilege of being tried by one's peers, or equals; and you see that we are indebted to Alfred for one of our institutions. In making up a verdict, does the majority rule in a jury?

Pupil.—The vote must be *unanimous*.

Teacher.—Would it not be better to allow a majority, or three-fourths to determine the verdict? You may give any reasons you have for and against this plan.

Pupil.—(For it.) It would prevent a criminal from escaping by bribing one or two jurymen.

Pupil.—(Against it.) But as it is now, the innocent would not be so liable to suffer.

Other arguments were mentioned on both sides.

Teacher.—What can you say of Henry VII. and his reign?

Pupil.—He was the first of the house of Tudor; his policy was pacific, and his reign was comparatively tranquil, securing prosperity at home and respect abroad. He enacted many wise and salutary laws, promoted industry, encouraged commerce, and taught the peaceful arts. He gave a mortal wound to the feudal system, by allowing the nobles to sell their land, and laid the foundation of the naval power of England, by building a large ship named "The Great Harry," which cost £14,000. He was wholly devoted to business, and the love of money was his ruling passion; for the gratification of which he extorted money from his subjects by the meanest artifices; (but the pupil is interrupted and the class questioned again on a variety of points; such as, the present value of £14,000; comparison of this cost with that of a first class man-of-war, at this day; its probable size, compared with that of the "Great Republic's;" the nature and tendency of avarice; the difference between avarice and economy and frugality; Henry's title to the crown; the feudal system, &c.)

Teacher.—We now come to the reign of the Great Queen. (Great excitement; all wish to be allowed to recite.) Miss A. may commence.

Miss A.—Elizabeth was the daughter of Henry VIII., and Anne

Boleyn, and was educated in the Protestant faith. Her accession to the throne in 1558 was hailed with joy by the nation. Her reign was long and auspicious; the Protestant religion was restored; the Church of England was established in its present form, and the nation attained a high state of prosperity, in agriculture, commerce, arts and literature. It is called the Augustine age of English literature, and was illustrated by such names as Hooker, Bacon, Spencer and Shakspeare. The maritime chiefs were Howard, Drake, Hawkins, Frobisher and Raleigh, who commanded the English fleet of 108 ships in defence of the country, against the "Invincible Armada" of Philip II., of Spain, consisting of 150 ships, 3,000 pieces of cannon, and 27,000 men. Her maxims of policy were, to secure the affections of her subjects, to be frugal of her treasures, and to excite dissensions among her enemies. She was distinguished for her learning, and spoke fluently Greek, Latin, French and Spanish. Her character was tarnished with insincerity and cruelty; and she was destitute of the milder and softer virtues of her sex. She died in 1603, having reigned about 45 years.

Teacher.—Raleigh.

Pupil.—(Gives a sketch of his life and then at his execution.) He took up the axe, and trying the edge of it with his finger, said, "It is a sharp medicine, but a certain cure for all the ills of life."

Teacher.—What good came of his long imprisonment?

Pupil.—He composed a valuable history of the world. (Clare don's History, written in exile, is noted.)

Teacher.—Frobisher.

Pupil.—He discovered the strait which bears his name.

Teacher.—What is meant by the *Augustine age*?

Teacher.—It is called so from the Emperor Augustus.

Teacher.—Why?

Pupil.—Because he was a learned man.

Teacher.—Not quite right. He patronized literary men, and there were great writers at his court. (They are named.)

The questioning and reciting was continued through all the periods of the history; the answers on the geography, the chronology, the literature and the questions of policy and morals involved, being answered with a promptness and fullness which was truly surprising; showing that the text book had been used only as a text book. But the *substance* of the text was perfectly memorized. I opened the book at several places, and after reading a sentence or a part of one, the class would take up the thread and go on till requested to stop. Then commencing in the class at random, they gave all the sovereigns in their

order, naming the date of their accession and the lengths of their respective reigns, *without making a mistake in any particular.*

I regret that I am unable for the want of notes and space and time, to do more ample justice to this model recitation in this important branch. Nothing short of a phonographic report could convey any adequate idea of its excellence. Let history be taught by teachers who understand the art of teaching, and it will cease to be called dry.

CHALMERS ON EDUCATIONAL PROGRESS.

We publish the following eloquent passage from the memoirs of Dr. Chalmers, (vol. 2, pp. 248-9,) because it shows the enthusiasm which he felt in the cause of popular instruction, and because the generous tribute he pays to the intelligent and large hearted men who were his fellow laborers, seems to us to describe so justly the spirit of some of the friends of education among us :

"We hold it our duty to meet the whole demand of the whole parish for the kind of education that we have now proceeded a certain length in providing for you ; and if the provision already made be not enough, we hold it our duty to extend it ; and should the present fabric be over crowded and overrun, this we shall consider as an intimation to us for another fabric and other teachers. We see the end of the demand for good and cheap education, and we should like to overtake it. On this particular ground, therefore, I have no objection whatever to be surrounded and assailed with your most earnest and vehement importunities. It were music to my ears to hear your loudest and most urging cries for this kind of schooling to your families, and I shall make it my business to echo the cry back again to a quarter where I am sure of the readiest, and the kindest, and the most plentiful returns of generosity, to a quarter crowded with your best, and sincerest, and most enlightened friends ; with a set of men, the style of whose liberality is not yet perhaps completely understood, but who I am sure up to the light they have, are all on edge for the furtherance of your best and truest interests ; men who would not grudge a thousand to them when the object is to make and to multiply scholars, but men who would grudge a single shilling, if they thought it helped to make and to multiply paupers, men who recognize, in the very poorest of their brethren, those high capacities which entitle them to a full and equal place on the

general level of humanity, and would rejoice in admitting them to the brotherhood of all those privileges which belong to our common nature ; men who know you to be their equals in all the grand and enduring attributes of our species, and long for nothing more than to see the gate thrown open, by which all the children of all the population may find their way to an accomplished and respectable manhood in society upon earth, and instead of perishing, as many of them do now for lack of knowledge, may, through the light of the Divine science that is unfolded in the Scripture, attain a place in that society of heaven, where the distinctions of rank and of fortune are all unknown ; these men will hail your demand for more education, nor will they rest till the parish to which they have devoted their philanthropy be as fully instated in all the means of respectable scholarship as any parish which our classical, and lettered, and intellectual Scotland has to boast of."

THE TEACHER AND HIS PROFESSION.

MR. EDITOR :—Every individual who connects himself with a profession, assumes new duties and obligations, new relations and new responsibilities. If his heart is devoted to his work, he will early and earnestly ask himself what these new duties are, that he may qualify himself for their prompt and faithful discharge. The assumption of *professional* obligations, in no way releases from or diminishes *individual* responsibilities, but rather renders their due observance more important. It should be the earnest and constant endeavor of the teacher, in all his individual relations and acts, to form a model of what he would have his pupils be ; and while his personal goodness and excellence may prove an honor and ornament to his chosen vocation, they do not cover the whole ground of duty. What should he do for his profession ?

1. He should earnestly strive in all particulars, to be a well qualified and worthy member of the profession. His ignorance, weakness, defects, errors, will all tend to depress the profession, while his knowledge, strength, rectitude and fidelity, will tend to elevate and adorn the same. A profession shines brightest and exerts the best influence, when seen in the correct lives and earnest acts of its members ; and suffers most from the remissness and faults on the part of individuals. Therefore private goodness not only exalts the individual, but also ennobles his chosen vocation.

2. The Teacher should manifest an active and lively interest in all the public movements of his profession. He should attend its meetings, participate in their discussions and exercises, and in all ways promote the general interests of the same. Right feeling and right action in this direction, will prove of great benefit to all concerned. It is too often the case, that the responsibility and the work attending public meetings and conventions for the promotion of educational interests, are thrown upon a few individuals. This ought not so to be. Every individual may do something, and that something he is under the strongest obligations to do. Let each member of a Teachers' meeting feel that he is bound to be an active member, and do what he can to contribute to its interest and support, and we shall find the influence and usefulness of such meetings greatly augmented. From every Teachers' meeting, individuals may receive instruction and suggestions, which will prove of great service to them. Let all, therefore, feel that it is both their duty and privilege to impart and to receive instruction from every professional meeting they may attend; and each feel that a degree of the success or failure of all such meetings, is chargeable to him, individually.

It is the duty of every teacher to do something towards the support of an Educational Journal. No profession can be truly prosperous, and exert the influence that it ought, without some medium of public communication, through which individual members may make known the peculiar success or want of success attending certain plans and operations. The support of this must depend, mainly, if not entirely, upon the members of the profession, whose organ it purports to be. They must not only contribute their proportion as subscribers, but they should, also write for its columns, and manifest an interest in its influence and circulation. In this particular, members of the Teachers' profession have not done all that they ought; and, probably, not more than one-fourth of the teachers within our State, or within New England, take, or read any educational periodical; and not one in one hundred ever writes any communication for such periodicals. May we not hope to see the time when every teacher will be a subscriber to and reader of, some journal devoted to the elevation of his profession? Such a time is certainly to be desired.

4. Teachers should read books pertaining to the great work of education. The number of such works is not very large, and every individual on entering the profession, should, according to his means, supply himself with books bearing upon the important interests of his vocation. It is not to be supposed that one will find instruction in every

page that he may read ; but from every volume he will gather some useful hints. No clergyman, lawyer or physician, ever thinks of entering upon his professional career, without a fair supply of professional works. And is not the teacher's profession as important ? Has he no occasion to read ? Shall it be said of any live teacher in Connecticut, as it may now be said of multitudes who have a name to live, that their entire stock of educational books and periodicals, would not sell for a sample of each of the four smallest silver coins of our currency ? Without enlarging upon the subject, we will simply say, that the teacher should ever feel it his duty to quicken and enlighten his mind in relation to his chosen profession ; and he should strive, in every suitable way, to be a useful, active member and ornament of that profession.

D.

EDUCATION IN CANADA.

(A high compliment to the New Britain Model School.)

A late article in the *Massachusetts Teacher*, we presume from the pen of Wm. H. Wells, Esq., thus speaks of the educational system of Upper Canada, which indicates a greater liberality and more expanded views in relation to educational improvements, than are to be found elsewhere, with but few exceptions :

“The present system of education for Upper Canada is identified with the name of the Rev. Egerton Ryerson, D. D., Chief Superintendent of Schools. Dr. Ryerson entered upon the duties of his office in 1844, and spent an entire year in examining the different systems of other countries, both in Europe and America. The results of these investigations were embodied in an elaborate Report, published in 1846, and in a bill for the establishment of an improved system of schools, which became a law the same year. The system adopted by Dr. Ryerson is eclectic. Many of the general features of the school law were borrowed from the system of the State of New York ; the principle of supporting schools according to property, was derived from Massachusetts ; the elementary text-books adopted, were those published under the sanction of the National Board in Ireland ; and the system of Normal School training was derived from Germany. Dr. Ryerson acknowledges himself specially indebted to these sources, but the features he has derived from them are essentially modified in their application.

The course of instruction provided by law in Upper Canada, embraces every grade of school, from the lowest to the highest. The attention of the Educational Department is devoted more especially to the interests of Common and Grammar Schools; and yet it would be difficult to find another country in which an equal amount of pecuniary aid is furnished to students in the higher departments of education. In the University of Toronto there are distributed annually among the students about sixty scholarships, each worth \$150, besides numerous prizes and medals. The scholarships are given to those who sustain the best examinations in the different branches, at several different stages in their college course.

The Normal School at Toronto is an institution that would be an honor to any country in the world. It consists of a Normal School proper, and two Model Schools. In the Normal School, pupils are "taught how to teach;" in the Model School they are taught to give practical effect to their instructions, under the direction of teachers previously trained in the Normal School. The Model Schools are designed to be the *model* for all the public schools in the Province. The buildings were erected by government in 1852, and the grounds occupy an entire square of more than seven acres. The whole cost of the buildings and site was about \$125,000. The buildings and premises are by far the most commodious and elegant of the kind in America. The main building is 184 feet long and 84 feet deep, and the extreme height of the cupola is 95 feet. The arrangement of rooms is such that the male and female students are entirely separated, except when in the presence of one of the teachers. More than half of the lower floor is occupied by the rooms of the "Education Office" and the "Map and Public Library Depository."

In speaking of the Model Schools, he pays the following high tribute to the New Britain Model Schools, connected with the State Normal School, and under the immediate charge of J. W. Tuck, Esq.

"The Model Schools are more extensive and complete in their arrangements than any in the United States, unless we except the Model Schools at New Britain, Conn., which are, unquestionably, the best we have. The number of scholars attending the Model Schools at Toronto, is about 400."

It is of course highly gratifying to know that our Model Schools meet the approbation of strangers. It has a deep and strong hold of

the hearts of those whose sons and daughters have shared its benefits. We have visited many schools, but in none of them have we found a better feeling on the part of the pupils as to constant and punctual attendance; in none have we found more of that true spirit of enthusiasm, so essential to successful scholarship. B.

HAVE ORDER.

[From the Ohio Journal of Education.]

There is often a very great error committed in allowing any of the exercises of the school to proceed while the order is in any degree below the proper standard. Let every teacher, on the first day and first hour, and on all succeeding hours and days, see that there is just the right standard of quiet and order before any exercise is commenced, and let any and every exercise be promptly and entirely suspended, unless this standard is maintained. But how long should the teacher wait for quiet to be restored? The spirit of our advice on this point may be gathered from the following reply of an Eastern railroad superintendent to the conductor of a train: "How long shall I wait at — station for the *up* train?"—"Wait, sir, until the *axletrees* of your *car-wheels* have rusted off; then get a new supply and wait till they rust off." So, let the teacher wait until the solid walls of his school-room shall crumble to decay, before proceeding with any sort of exercises in a disorderly school. Neither reading nor spelling, algebra nor philosophy, are matters of such infinite consequence that they are to be taught at the expense of martyrdom of every thing else valuable. But we have one method to suggest, by way of securing and maintaining this order, and we then dismiss the topic. It is the imperative, never-ceasing duty of the teacher, to provide every child with *something to do*. All the study-hours of each class, with the *specific time* set for the preparation of each lesson, should be carefully and judiciously arranged by each teacher. It is idle to expect that the simple announcement of a lesson to young children will be sufficient to insure its proper proportion of attention, in comparison with, and in connection with, all other duties and lessons. It is, indeed, scarcely safe to leave this to the option of the elder pupils in any school. If not absolutely required, the practice should be very strongly recommended, to the most mature students, to have *fixed hours* for the preparation of each recitation.

With all the younger pupils, we regard this, in connection with what has been previously said respecting communications, as a sort of *starting-point* to future success.

A REMARKABLE COINCIDENCE.

MR. EDITOR :—In a December number of the "Commonwealth," a newspaper published in Pennsylvania, we see what purports to be an original Address delivered by a teacher, December 3d, 1855, at the "inauguration of the new school-house" in a town of that State. The address seems to be an urgent appeal to parents in behalf of their duties and privileges in relation to the education of their children, and fills two columns of the paper alluded to, and is "to be continued." All this is well, and manifests a laudable desire to awaken parental interest and secure parental co-operation; for which every true teacher should strive.

But the remarkable coincidence will appear, when we state that in a book, written in 1852, by Charles Northend of New Britain, Conn., and published by A. S. Barnes & Co., of New York, may be found an article on the same subject expressed in precisely the same words, and punctuated in the same manner. It is indeed remarkable, (or would have been in any other age,) that an individual living some hundreds of miles from Mr. Northend, and an entire stranger to him, should not only think the same thoughts, but give utterance to them in the same style and words as were used by Mr. Northend nearly four years previously. Is it not very remarkable? But, wonderful as it may seem, such coincidences are not wholly unprecedented. We are by it reminded of one that occurred in our school-boy days. A lad was called upon by his instructor, to read his composition. He went boldly upon the stage, and read in a clear, loud and distinct tone, a piece of much interest and merit, and returned to his seat, having in his countenance the expression "Haven't I done well." After he had taken his seat, his teacher, very deliberately, took from his table a volume of Mrs. Barbauld's writings, and read therefrom, in a clear, loud, and distinct tone, a piece precisely like that read by the boy, and as he closed, he very coolly remarked, "Now my lad, what have you to say to this?"

With remarkable readiness he replied, "All I have to say is, that Mrs. Barbauld and I think precisely alike."

It is possible that in the case first alluded to, that the "teacher" may say that he and Mr. Northend think and speak exactly alike, in matters pertaining to education; and if so, we would respectfully recommend that one of them engage in some other calling, with the hope of developing a greater variety of thought and expression. We should like to see the two men, side by side; perhaps they *look* alike as well as *think* alike.

We recollect another instance, of a nature somewhat akin to the above cases. The noted Dr. South was once traveling in Europe, and arriving at a small village on Saturday, he resolved to spend the Sabbath. On Sunday he went to the church, and took a seat as a stranger. The clergyman preached a very eloquent sermon, which the doctor very readily recognized as the same he had once preached to his own people. At the close of the services, he lingered at the door until the clergyman came along, when something like the following dialogue took place.

Rev. Dr. South.—I have been very much interested in the discourse to which I have just listened.

Clergyman.—I am very glad if my humble efforts have met your approval.

Dr. Smith.—May I ask, Sir, how much time you spend in composing such a sermon?

Clergyman.—O, not long—perhaps less than half a day.

Dr. South.—Indeed! I wish I could compose as rapidly; but, will you believe me, sir, it took me nearly *three weeks* to compose that very sermon.

Clergyman.—(With surprise.) Are you Dr. South?

Dr. South.—My name is South, Sir.

Clergyman.—Well, Sir, I am never ashamed to preach one of Dr. South's sermons to any audience.

DECLAMATION.

(We commend the following article to the attention of Teachers, agreeing fully with the views contained in it, and believing that exercises in declamation should be had in all our schools; and that pupils

may, profitably, engage in the exercise at the early age of 7 or 8 years. We think it desirable for every school to have quite a variety of books from which to select exercises; and we think it well, occasionally, for a school to give an exhibition for the entertainment of parents and others. At such times, a small admission fee may be charged, and the proceeds be devoted to the purchase of books for the use of the school. As the books suitable for purposes of declamation in our Common Schools are not very numerous, we will give the names of the more prominent ones as they occur to us, that teachers and pupils may know what to get.

American Speaker; consisting of short extracts in prose, poetry and dialogues.

The Little Speaker; designed for young children. It contains a choice selection of pieces in prose, poetry and dialogues.

School Dialogues; contains nearly one hundred appropriate dialogues. These three volumes were prepared by Charles Northend, A. M., and are published by A. S. BARNES & Co., New York. The same firm also publishes the *New American Speaker*, designed for higher schools; a capital work.

In addition to the above, there are the *National Speaker*, published by R. S. Davis & Co., Boston; *Russell's Juvenile Speaker*; *Fowler's Familiar Dialogues*; *The Humorous Speaker*; *Lovell's Speakers*, and some others which we have not at hand. If teachers will obtain some half dozen or a dozen copies of each of the above, for the use of their schools, they will find in them a great variety of appropriate pieces.)

It has been my belief, that if teachers would take more active measures to introduce the exercise of *speaking* into our common schools, making it a regular exercise—encouraging small boys to speak, and allowing suitable time to attend to it well, it would tend to the cultivation of the vocal powers and help to promote that confidence which is so necessary to aid any one to speak, or even to read well. And there is, no doubt, in most of our schools material for first-rate declaimers; and after a boy has satisfied himself by a trial, that it *will not kill him to speak*, he will be eager to learn proper exercises; and, so far from considering it an unpleasant *duty*, he will regard it as a *privilege* to speak. I have found it a good incentive to diligence, in many instances, to allow boys to recite their selections before the school. The boy that can declaim well, will give better attention to an address, a sermon, or the reading of any thing, and therefore not only be more likely to improve in speaking and reading, by imitation, but by becoming an attentive auditor, he will be more likely to receive useful information and lasting

benefit therefrom. After boys become interested in this exercise, they will cheerfully devote a part of the evening to the necessary study, so that it will not need to occupy them during school hours. Scholars should be required to commit their selections to memory *perfectly*, before attempting to speak; and the teacher will derive great benefit from the study of *expression* and *pronunciation* necessary to enable him to instruct them properly in these essential elements of correct speaking. In locations where Lyceums are sustained, two or three declamations before, and the same number after the discussion, will add much to the interest, and afford a good opportunity of gaining confidence. In such cases, the selection should be rehearsed before the school, and the teacher will of course feel sufficient interest to induce him to give all the instruction in his power. I suppose this is an old story to many teachers, and that declamation is a regular exercise in many of the schools in some parts of the State; but in this section it is practised in but few schools; and I think it might be more generally introduced, much to the advantage of all concerned.

A. B. P.

WEST CORNWALL, October 30, 1855.

MANNERS.

REV. F. D. HUNTINGTON, D. D.

One of the silent but formative agencies in education, is that combination of physical signs and motions, which we designate in the aggregate as *manners*. Some one has said, "A beautiful form is better than a beautiful face; but a beautiful behavior is better than a beautiful form. It is the finest of the fine arts. It abolishes all considerations of magnitude, and equals the majesty of the world." A treatise that should philosophically exhibit the relative proportion of text-books and mere manners, in their effects on the whole being of a pupil, would probably offer matter for surprise and for use. It was said that an experienced observer could tell in Parliament, of a morning, which way the ministerial wind blew, by noticing how Sir Robert Peel threw open the collar of his coat. Manners are a compound of form and spirit; spirit acted into form. The reason that the manner is so often spiritless and unmeaning is, that the person does not contain soul enough to inform and carry off the body. There is a struggle between the liberty of the heart and the resistance of the machine, resulting in awkward-

ness whenever the latter gets the advantage. The reason a person's manner is formal, is, that his sluggish imitation of what he has seen, or else a false and selfish ambition, comes in between his nature and his action, to disturb the harmony, and overbear a real grace with a vicious ornament. The young, quite as readily as the old, detect a sensible and kind-hearted nature, or its opposite, through the visible system of characters; but they draw their conclusion without knowing any such process, as unconsciously as the manner itself is worn. The effect takes place both on the intellectual faculties and the affections; for very fine manners are able to quicken and sharpen the play of thought, making conversation more brilliant, because the conceptions are livelier. D'Aguesseau says of Fenelon, that the charm of his manner, and a certain indescribable expression made his hearers fancy that instead of mastering the sciences he discoursed upon, he had invented them.

Manners also react upon the mind that produces them, just as they themselves are reacted upon by the dress in which they appear. It used to be a saying among the old-school gentlemen and ladies, that a courtly bow could not be made, without a handsome stocking and slipper. Then there is a connection more sacred still between the manners and the affections. They act magically on the springs of feeling. They teach us love and hate, indifference and zeal. They are the ever-present sculpture gallery. The spinal chord is a telegraphic wire with a hundred ends. But whoever imagines legitimate manners can be taken up and laid aside, put on and off for the moment, has missed their deepest law. Doubtless there are artificial manners, but only in artificial persons. A French dancing-master, a Monsieur Turveydrop, can manufacture a deportment for you, and you can wear it, but not till your mind has condescended to the Turveydrop level, and then the deportment only faithfully indicates the character again. A noble and attractive every-day bearing, comes of goodness, of sincerity, of refinement. And these are bred in years, not moments. The principle that rules your life, is the sure posture-master. Sir Philip Sydney was the pattern to all England of a perfect gentleman; but then he was the hero that on the field of Zutphen, pushed away the cup of cold water from his own fevered and parching lips, and held it out to the dying soldier at his side! If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of a genuine and more royal gentility, to which no simple, no *young* heart will refuse its homage. Children are not educated, till they catch the charm that makes a gentleman or lady. A coarse and slovenly teacher, a vulgar and boorish presence,

munching apples or chestnuts at recitations like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the firmament than his skull, like a circus clown, and dispensing American saliva like a member of Congress, inflicts a wrong on the school-room for which no scientific attainments are an offset. An educator that despises the resources hid in his personal carriage, deserves on the principle of Swedenborg's retributions, *similia similibus*, or "like deserves like," to be passed through a pandemonium of Congressional bullying.—*American Journal of Education*.

SMART CHILDREN.

How I have heard you, Eusebius, pity the poor children ! I remember you looking at a group of them, and reflecting, "for of such is the kingdom of heaven;" and turning away thoughtfully and saying, "Of such is the kingdom of trade !" A child of three years of age, with a book in its infant hands, is a fearful sight ! It is too often the death-warrant, which the condemned stupidly looks at—fatal, yet beyond his comprehension. What should a child three years old be taught ? Strong meats for weak digestions make not bodily strength. Let there be nursery tales and nursery rhymes told them. I would say to every parent, especially every mother, sing to your children ; tell them pleasant stories ; and if in the country, be not too careful lest they get a little dirt upon their hands and clothes ; earth is very much akin to us all, and in children's out-of-door play, soils them not inwardly. There is in it a kind of consanguinity between all creatures ; by it we touch upon the common sympathy of our first substance and beget a kindness for our poor relations, the brutes. Let children have a free, open-air sport, and fear not though they make acquaintance with the pigs, the donkeys and the chickens—they may form worse friendships with wiser-looking ones ; encourage a familiarity with all that love to court them—dumb animals love children, and children love them. There is a language among them, which the world's language obliterates in the elders. It is of more importance that you should make your children loving, than that you should make them wise, that is, book-wise. Above all things make them loving ; then will they be gentle and obedient ; and then, also, parents, if you become old and poor, these will be better than friends that will never neglect you. Children brought up lovingly at your knees, will never shut their doors upon you, and point where they would have you go.—*Blackwood's Magazine*.

PLANS AND ARRANGEMENTS FOR PUBLIC SCHOOLS, No. III.

CENTRAL HIGH SCHOOL OF PHILADELPHIA.

A few facts, relative to different schools, on the subject of organization and school arrangement, may be better than theory alone.

Several days of our Autumn vacation were occupied in visiting schools.

Among the schools visited, were the High School, Normal School and Model Schools of Philadelphia.

The Central High School of Philadelphia, deservedly ranks as one of the best institutions of the kind in our country. The building now occupied by the school, is pleasantly situated on Broad street. It is an elegant and spacious structure, finished and furnished throughout in the best style, and admirably fitted to the wants of the school. The entire cost of the building and furniture was \$58,000, and that of the lot \$17,000; making the whole cost \$75,000. The building accommodates 600 pupils, and that number have been in attendance the past year.

The faculty of instruction and government, consists of the principal, John S. Hart, LL. D., who is also professor of Mental and Moral Science and Political Economy, eleven professors, and four assistants.

The principal course of instruction occupies four years, and embraces Latin, French and German, the higher mathematics, including mechanics and civil engineering, mental and moral science, literature, ancient and modern history and phonography, with the other usual studies of high schools.

The English course occupies but two years, omitting the languages and some other studies.

Students are admitted to the school twice a year, in February and July. A class also graduates twice a year, the semi-annual commencement occurring in these two months. There are thus eight classes in the school at a time. Some of these are divided into two or more sections for recitations.

The school hours extend from 9 A. M. to 2 P. M., there being but one session a day. In addition, a quarter of an hour or more is occupied in some general exercise in the presence of the whole school, in the large lecture room, before nine and after two.

Through the politeness of the Principal, we were shown all parts of the building, and had an opportunity of visiting the different classes, and witnessing the methods of instruction.

Every room and department bore evidences of wisdom in the arrangement, even to the minutest details, and of care and energy in carrying out the plans so wisely formed. The rooms for hats, coats and umbrellas, had every requisite for the comfort of the students. Each individual had a place assigned and numbered, for every article to be left here. The neatness observed in these rooms and the passage ways, the cleanliness and entire absence of marks of obscenity in the yards and out buildings, were themselves conclusive evidences of the propriety and good breeding of the pupils.

We had time to listen to but few recitations. The first was in comparative anatomy, conducted by Prof. McMurtrie. This class used no text books. When the subject of the lesson was given out, it was explained and illustrated by the professor, who had an extensive collection of specimens and numerous diagrams. From this explanation or lecture, the students took their copies, and went from the recitation rooms to think. On the day of recitation for this class, every object used for illustration in that lesson was removed from view; and each scholar required to stand and give a full definition and description of the subject proposed, in his own language. This was done in a masterly manner, in the recitation we heard. It was an excellent illustration of successful teaching by lectures and topics, where mind is disciplined. At other times, this same class would be required to take specimens, classify and describe them, and give explanations themselves from diagrams.

The next class visited, was one in English composition, reciting to Prof. Rhoades. The exercises were brought into the class, plainly written, upon one side of half a sheet of paper, with subject, date and name at the top. Upon entering the recitation room, ten or twelve, or as many of the class as could find room at the black-board, wrote upon some subject given by the instructor. This occupied twenty-five or thirty minutes; during which, Prof. Rhoades corrected the exercises handed in, making oral criticisms occasionally. When those writing on the black-board took their seats, an equal number, called first correctors, passed up by direction of the instructor, to mark any errors in the exercise. In about ten minutes, these took their seats; and another division, called second correctors, passed to the board, to note any errors made, or omissions, by the others. Lastly, Prof. Rhoades reviewed the whole work, altering or adding, as was necessary, and marking the standing of the work of each individual.

The whole school, or some fifteen divisions or sections, recite in composition to this professor every week; and the rapidity and exactness

of corrections, with the discriminating criticisms, would be astonishing to the unpracticed. The room for drawing was arranged with tables, in concentric circles, so that students in practice faced a stand in the centre of the room, on which were models, casts, &c. The tables had each a false top, or movable board, so attached to the other part, that by means of a simple mechanism, it could be fixed at any inclination desired. The success with which drawing in its different departments is taught, may be well illustrated, by remarking, that the diagrams of the building, rooms, ventilating apparatus and furnaces, exhibited by Prof. Hart, at the meeting of the National Association in Washington, were drawn by students of this school.

We would like to speak of the observatory, &c., but the limits of this article will not permit.

C.*

MENTAL DISCIPLINE.

This general power of rendering the various faculties of the mind obedient to the will, is of the greatest possible importance to the student. Without it, he can never employ any power of the mind with energy or effect. Until it be acquired, our faculties, however brilliant, remain undisciplined and comparatively useless. From the want of it, many men, who in youth give, as is supposed, great promise of distinction, with advancing years sink down into hopeless obscurity. Endowed with fertility of imagination and unusual power of language, they are able to follow any train of thought that accident may suggest, and clothe the ideas of others with imagery which seems to indicate original power of scientific research. But the time soon arrives when the exigences of life require accuracy of knowledge, soundness of judgment and well-placed reliance on the decisions of our own intellect. The time for display has passed, and the time for action—action on which our success or failure depends—has come. Such men then, after perhaps dazzling the circle of their friends with a few wild and fanciful schemes, which gleam at intervals amid the approaching darkness, sink below the horizon and are seen no more forever.

One of the greatest advantages derived from early and systematic education, is found in the necessity which it imposes, of learning thoroughly and at stated periods, certain appropriate lessons. We are thus obliged to direct our attention for a time to the earnest pursuit of some

subject. By being placed under this necessity for a few years, the power of the will over the faculties, if we are faithful to ourselves, becomes habitual. What we learn is of importance, but this importance is secondary to that of so elevating and disciplining our faculties, that we are ever afterwards able to use them in enlarging the boundaries of science, or directing the courses of human thought and action. If a system of education, besides cultivating the habit of attention, cultivates also the habit of reflection and generalization, so that the student learns not only to acquire, but from his acquisitions to arise to general principles, observe the operations of his own mind, and compare what he has learned with the instinctive teachings of his own understanding, the great object of the instructor will be successfully accomplished.

DR. WAYLAND.

SELF-CONTROL.

[From Cowdrey's Moral Lessons for Schools and Families.]

The Greatest Conqueror is the Self-Conqueror.

NARRATIVE.

A NOBLE EXAMPLE.—About the year 1776, a circumstance occurred which ought to be written on adamant. In the wars of New England, with the aborigines, the Mohegan tribe of Indians early became friends of the English. Their favorite grounds were on the banks of the river (now the Thames) between New London and Norwich. A small remnant of the Mohegans still exist, and they are scarcely protected in the enjoyment and possession of their favorite domain on the banks of the Thames. The government of this tribe became hereditary in the family of the celebrated chief Uncas. During the time of my father's mercantile prosperity, he had employed several Indians of this tribe in hunting animals whose skins were valuable for their furs.

Among these hunters, there was one named Zachary, of the royal race, an excellent hunter, but as drunken and worthless an Indian as ever lived. When he had somewhat passed the age of fifty, several members of the royal family, who stood between Zachary and the throne, died, and he found himself with only one life between himself and the empire. At this moment his better genius resumed its sway, and he reflected seriously, "How can such a drunken wretch as I aspire to be a chief of this honorable race? What will my people say?—and

how will the shades of my ancestors look down, indignant upon such a base successor? Can I succeed to the great Uncas? I will drink no more!" He solemnly resolved never to taste any drink again but water, and he kept his resolution.

I had heard this story and did not entirely believe it; for young as I was, I already partook of the prevailing contempt for Indians. In the beginning of May, the annual election of the principal officers of the (then) colony, was held at Hartford. My father attended officially, and it was customary for the chief of the Mohegans also to attend. Zachary had succeeded to the rule of his tribe. My father's house was situated about midway on the road between Mohegan and Hartford, and the old chief was in the habit of coming a few days before the election, and dining with his brother Governor. One day the mischievous thought struck me to try the old man's temperance. The family were seated at dinner, and there was excellent home-brewed beer on the table. I addressed the old chief:

"Zachary, this beer is excellent—will you taste it?"

The old man dropped his knife and fork, leaned forward with a stern intensity of expression—his black eye, sparkling with indignation, was fixed on me:

"John," said he, "you do not know what you are doing. You are serving the devil, boy! Do you not know that I am an Indian? I tell you I am, and if I should but taste your beer, I could not stop until I got to rum, and again became the contemptible drunken wretch your father remembers me to have been. John, while you live, never again tempt a man to break a good resolution."

Socrates never uttered a more valuable precept. Demosthenes could not have given it in more solemn tones of eloquence. I was thunder-struck. My parents were deeply affected; they looked at each other, at me, and at the venerable Indian, with deep feelings of awe and respect. They afterwards frequently reminded me of the scene, and charged me never to forget it. Zachary lived to pass the age of eighty, and sacredly kept his resolution. He lies buried in the royal burial place of his tribe, near the beautiful fall of the Yantic, the western branch of the Thames, in Norwich, on land now owned by my friend, Calvin Goddard, Esq. I visited the grave of the old chief lately, and repeated to myself his inestimable lesson.—*Col. Trumbull's Autobiography.*

A gentleman will neither trample on a worm, nor cringe to a king.

QUESTIONS FOR ILLUSTRATION.

1. How do those who play skilfully upon musical instruments, acquire such control over their fingers or hands?
2. How do those who read well, or sing well, acquire such control over their voices?
3. How does the good scholar obtain such command over his thoughts that he can give close attention to study in the midst of confusion, if he pleases to do so?
4. Will *effort* and *practice* enable persons to control their appetites and passions, as well as their fingers, or voices, or thoughts?
5. Can any one learn to uniformly practice self-control *without* effort and practice?
6. What is the best time to commence learning to write, or to sing, or to play on musical instruments,—at the age of ten, fifteen, twenty or forty years?
7. At what age is the best time to begin to practice habits of self-control?
8. Why did the Indian, in the last narrative, find it such a fearful thing to attempt to keep his appetite under control?
9. Why does *any one* find it so difficult to conquer bad habits?
10. Would you expect that an ignorant, uncultivated person, would control his appetites and passions, as well as one who has good opportunities for instruction?
11. If an uneducated Indian, fifty years of age, could conquer his bad habits, cannot other persons do so?—How?

MAXIMS FOR TEACHERS.

1. Adapt the length of the lessons to the capacities of your scholars.
2. Administer reproof kindly.
3. Aim to make every lesson interesting.

4. Always treat the parents of your pupils with respect.
5. Avoid having favorites in school.
6. When a fault is committed, be not in haste to punish.
7. Always be punctual.
8. Convince your scholars that you are their friend, by actually being such.
9. Cultivate in children a love of order and regularity.
10. Cultivate benevolent feelings by leading to benevolent actions.
11. Cultivate in children a sacred regard for *truth* and *honesty*.
12. Encourage the diffident.
13. Endeavor to gain the affections of your scholars—by loving them.
14. Examine each lesson before recitation.
15. Govern as much as possible by the law of kindness.
16. If a scholar asks a favor, examine the propriety of granting or denying it, before you decide; and always abide by the first answer, unless there is an obvious reason for altering it.
17. In connection with every lesson, try to have something new to tell your scholars.
18. In correcting faults, take such a course as will promote cheerfulness and a disposition to try.
19. Lead children to feel that they can do good while they are young.
20. Lead children to feel that they ought to try to promote the happiness of all around them.

CONNECTICUT SCHOOLS THIRTY YEARS AGO.

[From an Address to the Normal Association at Bridgewater, Mass., August 8, 1855, by Rev. S. J. May, of Syracuse, N. Y.]

In the Spring of 1822, I was settled as the Pastor of a church in Connecticut. Everywhere in our country, as well as in Europe, it was taken for granted that Protestant ministers must appreciate the importance of the right culture of the young, and always be ready to promote their education. In several of the States both of Europe and of this country, ministers were by law held to be, *ex-officio*, supervisors of the common schools; and, whether so instated or not, in all our rural districts they were chosen to fill that important office. Hardly, therefore,

had I received my ordination in the church, before I was appointed upon the School Committee.

I had gone into Connecticut with highly raised expectations of the character of her schools. It was reasonable to suppose that the people of that small State, who had so long ago as 1795, appropriated the income of twelve hundred thousand dollars to the education of children, must have been animated by a spirit, that would impel them to seek after the best methods, by which to make the bestowment as valuable as it might be. In the number of their schools and teachers, there certainly was no deficiency. The average throughout the State, in 1822, was about one for every thirty pupils—a good proportion all must allow, if so many children were regular in their attendance; and if the variety and quality of the instructions given to them had been such as they always and everywhere needed to receive. But neither the one nor the other was the case. Too many school-rooms presented a dull array of half empty benches. The branches of knowledge, which it was pretended were taught, were only a few of the most elementary; and the books and methods used in imparting instruction were, with some excellent exceptions, miserably adapted to enlarge the intellectual vision of any, who had not keenness of sight enough to see through “confusion worse confounded.” The hours that I spent in the schools, committed to my care, were sometimes intolerably tedious to me; and would have been also to the children confined there, if they had been saddened, as I was, by the consciousness of the wrongs they were suffering. But you know, (blessed be the abounding goodness of God,) there is in childhood an ever-brimming fountain of hilarity, which the slightest touch may open; and which no hand of authority however dread, can at once or wholly repress. Often have I seen that the rude attempts of mere power to stop the out-gushings of childish merriment, only diffused the cooling drops more widely. And, if you will keep the secret, I will confess to you, I always enjoyed and rather encouraged the fun. For one of the first discoveries I ever made in the art of teaching, was, that a smile and a laugh will quicken the activity of youthful brains, and conciliate them to effort, much better than frowns and tears.

* * * * *

It soon became apparent to me that the School Fund in Connecticut had operated to depress rather than to elevate the public sentiment of education. If the spirit that prompted the people in 1795 to devote more than 1,200,000 dollars to the instruction of children, had been left to make continually renewed provision for that great interest, what

improvements might not have been introduced in the course of thirty years. But, as I soon learnt, the income of the fund being enough to pay all the teachers throughout the State, at *low* rates, their wages were fixed at those rates; and the people in most districts utterly refused to subscribe, or to be taxed to increase the compensation for teaching. Moreover, as the fountain whence the supply came, belonged alike to all, each man endeavored to get the accommodation of a puddle for his chickens as near as might be to his own door. A new district, therefore, was "set off," wherever the number of children in a neighborhood was large enough to give a pretext for one; and another sub-division of the income helped to keep the wages too low to command the services of competent teachers.

The average wages of male teachers in Connecticut in 1822, was twelve dollars a month. I knew some as low as six, and "boarding round," to use the familiar phrase, which meant that the teacher was to go from house to house in the district for his board and lodging, tarrying in each a proportionate number of days. As the old Indian said, when he dropped a cent into the contribution box—"poor preach, poor pay," so did I find the teachers in the Connecticut schools, with some admirable exceptions, worth no more than they received.

My associates on the Committee were with me anxious for improvement. We determined that no candidate should receive our approbation, who did not well understand, at least, the first elements of Reading, Writing, Arithmetic, Grammar and Geography. Yet were we obliged to consent, that some should take charge of schools, who were very deficient in their knowledge of the last two branches;* and to reject many because they were utterly ignorant of more. I well remember that one winter, for the nine schools in the small town where I lived, we rejected six out of fifteen applicants, because they did not understand Notation and Numeration; could not write correctly simple sentences of good English; and knew no more of the Geography of the earth than of the *Mechanique Celeste*; and yet they had come to us well recommended, as having taught schools acceptably in other towns one, two and three winters.

The defects in the schools under our charge were deplorable. The reports that came from other towns, far and near, led us to the conclu-

*In several instances, the District Committee man came to us with his teacher elect, saying "you need not examine him in Grammar or Geography, for he does not understand this or that branch, and the District have voted not to have that branch taught in the school." Moreover, the authority of the Central Committee to dictate in what branches of knowledge any particular pupil should be instructed, was more than once strenuously controverted.

sion, that the condition of the Common Schools of Connecticut was generally no better; we therefore were impelled to do what we could to rouse the people from their insensibility to this most important social institution.

Accordingly, in the Spring of 1826,* we issued a call for a Convention; 'to consider the defects of our Common Schools; the causes of those defects, and the expedients by which they may be corrected.' It was, I believe, the first meeting of the kind held in our country since the commencement of the present century. Appended to the call were a dozen questions, the answers to which we hoped would bring us the information we desired to possess, and which we intended to make public. More than a hundred delegates were present in that Convention, representing more than twenty towns and five counties. Several valuable letters were received from gentlemen who could not attend in person. From these letters, and from verbal and newspaper reports, we learnt, that in other parts of the State, especially in Hartford, New Haven, Farmington and Wolcott, there were men of great intelligence and philanthropy rising up, with a power greater than ours, to improve and bless the Common Schools. There were Professors Olmsted and Kingsley of Yale College, Mr. William Russell of Farmington, two gentlemen in Wolcott, of whom I shall, by and by, speak more particularly, because they then came first to be known; and, more perhaps than all, the late most excellent Thomas H. Gallaudett, LL. D., the first Principal of the Asylum for the Deaf and Dumb at Hartford. That gentleman, not only gave every day, in his instruction of his pupils, remarkable illustrations of the true principles and some of the best methods of teaching, but he interested himself directly and heartily in the improvement of all schools.

By all the representations and appeals that came to them from the above named and other parts of the State, the ensuing Legislature was prompted to send out a report—I believe the first—conceding that the condition of the common schools was low, and that much ought to be done to improve them.

Early in 1827 a society was formed in Hartford "for the improvement of common schools." This did much to fix public attention upon the subject; to bring into co-operation the most earnest friends of the

*I am quite sure this was the date of the first Convention, although I cannot find a copy of the circular above referred to. There is now lying before me a copy of a circular by which a School Convention was called together March 5, 1827. But I have reason to believe that was the second of the series of conventions held annually, for several years, in Brooklyn, Conn., the town where I lived.

cause throughout the State; and to act effectively upon the legislators. Since that day the interest of the people and their rulers has not been suffered to die; until at length, under the lead and by the unremitted exertions of Henry Barnard, LL.D., one of the wisest and ablest of master builders, the system of common schools in Connecticut has come to be much improved, and progress is visible in various parts of the State.

THE LITTLE BOY THAT DIED.

[Dr. Chalmers is said to be the author of the following beautiful and touching lines written on the occasion of the death of a young son whom he greatly loved. They will find a response in many a bereaved heart.]

I am all alone in my chamber now,
And the midnight hour is near;
And the fagot's crack, and the clock's dull tick,
Are the only sounds I hear;
And over my soul in its solitude,
Sweet feelings of sadness glide,
For my heart and my eyes are full when I think
Of the little boy that died.

I went one night to my father's house—
Went home to the dear ones all—
And softly I opened the garden gate,
And softly the door of the hall.
My mother came out to meet her son—
She kissed me and then she sighed,
And her head fell on my neck, and she wept
For the little boy that died.

I shall miss him when the flowers come,
In the garden where he played;
I shall miss him more by the fireside,
When the flowers have all decayed.
I shall see his toys and his empty chair,
And the horse he used to ride;
And they will speak, with a silent speech,
Of the little boy that died.

We shall go home to our Father's house—
To our Father's house in the skies,
Where the hope of our souls shall have no blight,
Our love no broken ties.
We shall roam on the banks of the river of peace,
And bathe in its blissful tide,
And one of the joys of heaven will be
The little boy that died.

Resident Editor's Department.

WHAT IS DOING FOR THE IMPROVEMENT OF SCHOOLS IN CONNECTICUT?

We have no lack of good news. We only want space and time to communicate what we receive. Almost every mail brings glad tidings to us from some quarter of the State. The good work is advancing. We can give only a few samples of the mass of evidence before us which proves that the people of our State are no longer indifferent to the interests of common school education.

SCHOOL-HOUSES.

The old school-houses are going the way of all the earth, and the places that now know them, we humbly hope, will know them no more forever. We say, let them depart. Let their places be supplied with neat, comfortable, convenient, well-ventilated edifices, located upon the pleasantest sites to be found.

We are happy to announce the erection of a fine new school-house in the flourishing village of New Canaan. The site on which it is located is the very best in the village, and comprises an acre and a quarter. The building is two stories high, and will accommodate about two hundred scholars. It is provided with ample recitation rooms, and an abundant supply of blackboards. It is furnished with the Hartford school-desks, which though not equal to those in the Middlefield house described in our last number, are an immense improvement on the old fashioned benches. The building, exclusive of the site, cost about \$3500; and it furnishes more ample accommodations than some which cost twice as much. The dedication, which we attended, was an occasion of great interest. The teachers and many pupils from neighboring schools were present, and we doubt not that the reform which has been so well begun at the centre of the town, will soon extend to its circumference. Mr. J. Cannon, Jr., has labored faithfully in this field for more than a year and a half, and he has accomplished a good work. With a new and commodious house, and an efficient corps of assistants, we trust he will demonstrate to the people of New Canaan the superior advantages of a system of graded schools. The following communication from Chas. Northend, Esq., who is rendering efficient aid in lecturing in the different school societies, will give our readers some idea of what is

doing in some portions of Middlesex and Hartford counties for the improvement of school-houses and other means of common school instruction :—

MR. EDITOR :

Having recently visited the schools in two or three towns, we have thought that a few remarks in relation to them might not be uninteresting to some of the readers of the Journal.

CLINTON.

This place has, for some time, been noted for its interest in education ; and has, if we mistake not, sent more pupils to the Normal School than any other town. The schools in Clinton are in a good condition, and give evidence of intelligence and interest on the part of the citizens. We seldom visit schools in which we find better pupils. The recitations to which we listened were characterised by a most commendable spirit of promptness and accuracy. Clinton, however, with all her excellencies, lacks one thing,—and that is a *good graded school*,—and yet few places are so favorably situated for such a school. But the intelligent citizens will soon attend to this matter and will then enjoy privileges and advantages second to those of no other town.

EAST HADDAM.

This town has done nobly the past year. The people residing at the upper landing and at Goodspeed's have united in the erection of a beautiful school-house. It is delightfully situated, near the river, and commands an extensive and charming view of the river and its banks. The house is neat, convenient and attractive, both internally and externally. It has a cupola, and a bell which may be heard at both landings.—There are two departments in this school, one under the care of Mr. John F. Peck, a graduate of the Normal School, and the other under the charge of Miss Sarah Lord. Both rooms will accommodate nearly one hundred pupils. The schools are furnished with Outline Maps, Holbrook's Apparatus, Unabridged Dictionary, Clock, etc. In the primary department every child was furnished with one of Holbrook's drawing-slates. We spent half a day in the two rooms and were exceedingly pleased with the general order and appearance of the schools. The teachers were active, energetic and devoted to their work ; the pupils were prompt, accurate and orderly. "As are the teachers so are the schools." An excellent feeling prevails in the District, and all feel

satisfied that the amount expended for the school-house is a capital investment. Messrs. Pratt and Gladwin, members of the committee, deserve much credit for the thorough and convenient manner in which all parts of the building have been finished.

NORTH GLASTENBURY.

The schools in this place are in a very prosperous condition and all under the charge of female teachers,—with one exception. The school interests have a most worthy and competent guardian and advocate in the Rev. Mr. Plummer, who is Acting Visitor. Such a man will accomplish great good in any community. The plan of employing female teachers has here proved highly satisfactory. The school-houses are much better than they will average through the State, though there is room for improvement, and, we trust, intelligence enough among the people to see that all needed improvements are made. C. N.

NEWSPAPERS.

Nearly every paper printed in the State comes to our table. We are gratified to see an increasing amount of matter in their columns on the subject of schools, and almost everything said respecting education is on the right side. Several editors would gladly present the cause more fully to their readers, if they had the materials at hand. Some of our more enterprising teachers have sent valuable contributions to different newspapers. Shall we not have more of this good work? In this way the people are reached and enlightened. Last week no less than six of our papers contained important articles respecting the interests of common schools. Some of these articles exceeded a column in length, and were characterized by sound and practical views.

OUR JOURNAL.

Teachers and other friends are making efforts to circulate it among the people. "*The Journal to every school district*," is the motto. The following, from Mr. Sherwood, states one or two interesting facts. The last one is particularly interesting. Mr. Wilson went among the parents of his pupils and the leading citizens of Bridgeport, and presented a list of names worth having.

"We have recently found much to encourage us in our Journal enterprise. Some few of our teachers have ordered their Journals dis-

continued, because they are *too poor* to pay the price of their subscriptions, and generally they are found *too poor* to teach a good school, and we predict they always will be found thus. But not a few of them are cheering us with their *dollar*, as well as furnishing us with valuable accessions to our list. Quite a respectable number of new subscribers have just been furnished us through the exertions of Mr. A. S. Wilson, of Bridgeport. Mr. W., as might be expected, is one of the *live* teachers, who is doing a good work where he is located." S.

EDUCATIONAL TRACTS.

Orders are pouring in for the *tracts* mentioned in the last number. A clergyman residing in the western part of the State, has just sent an order for a quantity, and remarked, by way of postscript, as follows: "I earnestly hope that the idea of publishing 'school tracts' will not be lost sight of. I do not know what could be of greater and more immediate benefit to all our schools than the free distribution of 'tracts,' connected with the duties of parents and teachers, respecting schools, construction of school-houses, ventilation, text books, methods of teaching, etc." That is the language of a sensible man. But when we asked the Legislature at the last session for a small appropriation, the answer was no, a *mean no*. Still we shall not "*lose sight of the plan*." NEVER.

CORRESPONDENCE.

We are almost daily in receipt of letters from school officers, teachers and other friends of education, in different parts of the State. We are very grateful for these communications. They do much towards keeping us "posted up" with reference to the educational movements throughout the State. They generally contain words of cheer. They prove beyond a doubt that the cause is prospering. They prove that we have many earnest teachers, and that there are among us many whole-souled friends of popular education. If we do not answer all these letters *immediately*, it is because there are only twenty-four hours in a day. We have space for but a few extracts from some recent letters.

"The *New Year* is full of hope. We are all looking for happiness and maturing plans to secure it. Our noble calling should certainly call forth our best ef-

forts and energies. Though I am not doing so much as I could wish, at my post, my heart is my day-book, and I deeply sympathize with you and yours in your arduous and responsible duties. * * * * *

I am, as you say, for "progress," and I pity the man who is not. For what do we live but to improve? Where there is no progress, there is no life. May we be saved from such a condition! * * * * *

And here let me deliver to you a message which I received a little more than two years since from a whole-souled teacher in the Holy City. After having conducted me through various Christian and Jewish schools and hospitals on Mount Zion, he presented to me a beautiful ebony cane, saying: "I pray you accept this as a pledge of friendship and good will to you and to my fellow-teachers in your favored land, and as you shall, on your return, exhibit this, ask those who behold it to remember the children of Jerusalem. They that love them shall prosper." "

NEW LONDON.

The following, from one of our foremost teachers, who occupies a responsible post, has the ring of the true metal.

"I will *try* to awaken more interest upon this subject, (education,) and if I do not succeed in doing any good, I will not allow the people here to sleep ~~so~~ quietly as they now do, when there is so much that ought to be done, *can* be done, *must* be done."

A young gentleman who went out into a rural district to commence his first school, says, "There is a lady teaching in the Centre who is a capital teacher. She has had much experience, having taught upwards of eight years. She told me that her school-house was entirely destitute of apparatus. She thinks we must do all we can to excite an interest on the subject of education." There is some hope of that town with such a teacher in the centre. Will she not write to us directly, and tell us her thoughts, plans, trials and efforts?

Another very young teacher of much promise after giving some account of his "tumble-down" school-house, and the great disadvantages he labored under in consequence of the want of a uniformity of text books, says, with a noble enthusiasm,

"I love the employment of teaching; it is the noblest of all. It is no mean thing to be the servant of the weak and feeble. If I can do anything to advance the cause of education and humanity, my time and strength I willingly sacrifice."

Here is another letter from a young soldier in our noble army of teachers. I wish we had room for the whole of it. Every word is written with the greatest care, in a bold hand. The "awful examination;" the anxiety of the Sabbath before the "dreaded Monday morning;" the "sleepless night;" the "firm resolution 'to do or die';" the dismissal of "timidity and bashfulness;" the kindling of the fire; the arrival of the hour for beginning; the "authority that spoke from the little tongue of the little bell;" the opening remarks; the first reading "round;" and then the invocation of the Divine blessing; all is so graphic and life-like, that we seemed to be reading a chapter in our own experience dated 1886, instead of 1856. But as we cannot do justice to this letter by any extracts, we must content ourselves with this mention of it.